DOCUMENT RESUME

ED 441 717 SO 031 341

TITLE	Nevada Academic Standards in the Arts: Music.
INSTITUTION	Nevada State Dept. of Education, Carson City.
PUB DATE	1999-09-00
NOTE	54p.; For other Nevada Academic Standards in the Arts, see SO 031 342-343. For most current version, see Nevada State Department of Education Web site.
AVAILABLE FROM	Nevada Department of Education, 700 East Fifth Street, Carson City, NV 89701-5096. Tel: 775-687-9217; Fax: 775-687-9202. For full text: http://www.nsn.k12.nv.us/nvdoe/.
PUB TYPE	Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Academic Standards; Benchmarking; Elementary Secondary Education; *Music; *Music Appreciation; *Music Education; Public Schools; *State Standards; Student Educational Objectives
IDENTIFIERS	*Nevada; Student Performance Models

ABSTRACT

Nevada's nine academic standards in music education call for specific educational outcomes in grades 3 and 5, as well as in middle school and secondary school. Nevada's standards relate to singing, playing instruments, listening to music, writing and reading music, and cultural and historical connections in music. The standards present performance level descriptors in grades 3, 5, 8, and 12. (BT)

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Nevada Academic Standards in the Arts

Music

September 1999

http://www.nsn.k12.nv.us/nvdoe/

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SO 031 341

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MUSIC: Singing

Content Standard 1.0: *Students sing a varied repertoire of music alone and with others.*

By the end of **Grade 3** students know and are able to:	By the end of **Grade 5** students know and are able to do everything required in earlier grades and:	Students **who elect to take a music class at the middle school level** know and are able to do everything required in earlier grades and:	Students **who elect to take an advanced music class at the secondary level** know and are able to do everything required in earlier grades and:	
1.3.1 Sing with accurate pitch.	1.5.1 Sing independently and expressively.	1.8.1 Sing with technical accuracy and good breath control throughout their singing ranges.	1.12.1 Perform with technical accuracy and good breath control throughout their singing ranges.	**Individual Singing Technique**
	1.5.2 Sing in an ensemble while following a conductor.	1.8.2 Sing a repertoire of vocal literature in small and large ensembles with expression, technical accuracy, and breath control.	1.12.2 Perform using correct intonation, diction, tone quality, and appropriate expressive qualities in small and large ensembles with and without a conductor.	**Choral Singing Technique**
1.3.3 Sing simple ostinati and two-part rounds such as *Row, Row, Row Your Boat*.	1.5.3 Sing descants, partner songs, and three-part rounds.	1.8.3 Sing choral literature written in two and three parts with and without accompaniment.	1.12.3 Perform choral literature written in three/four parts with and without accompaniments.	**Independent Part Singing**
1.3.4 Sing patriotic songs, folk songs, and multi-cultural selections.	1.5.4 Sing more complex patriotic songs, folk songs, and multi-cultural selections.	1.8.4 Sing music representing diverse genres and styles (e.g. Baroque, classical).	1.12.5 Perform music representing diverse genres and styles.	**Variety of Repertoire**

Ostinati - A short musical pattern repeated persistently throughout a composition.

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MUSIC: Playing Instruments

Content Standard 2.0: *Students perform a varied repertoire of music on instruments alone and with others.*

By the end of **Grade 3** students know and are able to:	By the end of **Grade 5** students know and are able to do everything required in earlier grades and:	Students **who elect to take a music class at the middle school level** know and are able to do everything required in earlier grades and:	Students **who elect to take an advanced music class at the secondary level** know and are able to do everything required in previous grades and:	
2.3.1 Play classroom instruments using proper technique.	2.5.1 Play rhythmic, melodic, and chordal patterns.	2.8.1 Play with expression and technical accuracy on at least one string, wind, percussion, or classroom instrument.*	2.12.1 Perform with expression, and technical accuracy on at least one string, wind, percussion, or classroom instrument.*	**Individual Playing Techniques**
		2.8.2 Play in large ensembles demonstrating appropriate ensemble technique while following a conductor.	2.12.2 Play in small and large ensembles demonstrating advanced ensemble technique.	**Ensemble Playing Technique**
		2.8.3 Perform multiple-part ensemble literature.	2.12.3 Perform contrapuntal ensemble literature	**Independent Part Playing**
2.3.4 Accompany simple folk, traditional, and multicultural music.	2.5.4 Play or accompany folk, traditional, and multicultural music.	2.8.4 Play a varied repertoire of instrumental literature representing diverse genres and styles.	2.12.4 Perform a large and varied repertoire of instrumental literature representing diverse genres and styles.	**Variety of Repertoire**

* Classroom Instruments: Instruments typically used in the general music classroom, including, for example, recorder-type instruments, chorded zithers, mallet instruments, simple percussion instruments, *fretted instruments, and electronic instruments.

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Content Standard 3.0: *Students improvise melodies, variations, and accompaniments.*

By the end of **Grade 3** students know and are able to:	By the end of **Grade 5** students know and are able to do everything required in previous grades and:	Students **who elect to take an advanced music class at the middle school level** know and are able to do everything required in previous grades and:	Students **who elect to take an advanced music class at the secondary level** know and are able to do everything required in previous grades and:	
3.3.1 Improvise short melodic and rhythmic patterns.	3.5.1 Improvise melodic and rhythmic patterns within the context of a musical phrase.	3.8.1 Improvise simple melodies.	3.12.1 Improvise complex melodies in a given key.	**Improvising Rhythms and Melodies**
		3.8.2 Improvise simple harmonies in a given key.	3.12.2 Improvise stylistically appropriate harmonies (e.g. 12-bar blues)	**Improvising Harmonies**
	3.5.3 Improvise introductions and codas, B sections, and changing parts of the rondo.	3.8.3 Improvise melodic and rhythmic embellishments on given pentatonic melodies.	3.12.3 Improvise melodic and rhythmic variations on given pentatonic melodies and melodies in major keys.	**Improvising Variations**

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MUSIC: Writing

Content Standard 4.0: *Students compose and arrange music within specified guidelines.*

By the end of **Grade 3** students know and are able to:	By the end of **Grade 5** students know and are able to do everything required in earlier grades and:	Students **who elect to take an advanced music class at the middle school level** know and are able to do everything required in earlier grades and:	Students **who elect to take an advanced music class at the high school level** know and are able to do everything required in earlier grades and:	
4.3.1 Create music to interpret stories, rhymes, and poetry.	4.5.1 Create music to interpret readings or dramatizations.			**Creating**
4.3.2 Create short songs and instrumental pieces.	4.5.2 Create and perform songs and instrumental pieces.	4.8.2 Compose short pieces using the **elements of music**.	4.12.2 Compose music in several distinct styles using the elements of music.	**Composing**
4.3.3 Organize pieces using a variety of sound sources.	4.5.3 Organize and perform pieces using a variety of sound sources.	4.8.3 Arrange simple pieces for voices/instruments other than those for which the pieces were originally composed.	4.12.3 Arrange a two-part piece for voices/instruments other than those for which the pieces were originally composed.	**Arranging**

*Elements of Music include pitch, rhythm, harmony, dynamics, timbre, texture, and form

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MUSIC: Reading

Content Standard 5.0: Students read and notate music

By the end of **Grade 3** students know and are able to:	By the end of **Grade 5** students know and are able to do everything required in earlier grades and:	Students **who elect to take a music class at the middle school level** know and are able to do everything required in earlier grades and:	Students **who elect to take an advanced music class at the secondary level** know and are able to do everything required in earlier grades and:	
5.3.1 Read quarter notes, quarter rests and eighth notes.	5.5.1 Read whole, half, dotted half, quarter and eighth notes and rests.	5.8.1 Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and **alla breve** meter signatures.	5.12.1 Read complex rhythms in all meters within the context of the repertoire.	**Rhythmic Reading**
5.3.2 Read melodic patterns using **solfege**, numbers and or letters.	5.5.2 Read melodic patterns in the treble clef using solfege, numbers and or letters.	5.8.2 Read simple melodies in the student's appropriate clef.	5.12.2 Read complex melodies within the context of the repertoire.	**Melodic Reading**
5.3.3 Use simple music symbols (e.g. fermata, repeat signs, and double bar lines).	5.5.3 Use complex music symbols (e.g. dynamics, tempo).	5.8.3 Apply music symbols to the repertoire.	5.12.3 Apply standard and nonstandard music symbols within the context of the repertoire.	**Musical Symbols**
	5.5.4 Sight read rhythmic and melodic patterns.	5.8.4 Sight read in unison with technical accuracy and expression.	5.12.4 Sight read in parts with technical accuracy and expression.	**Sight Reading**
5.3.5 Notate simple rhythmic and melodic patterns (e.g. icons, manipulatives).	5.5.5 Notate simple rhythm and melody using standard symbols.	5.8.5 Notate simple musical phrases using standard symbols.	5.12.5 Notate musical phrases using standard and nonstandard symbols (e.g. used by some 20th century composers).	**Notating**

* Alla Breve is the meter signature indicating the equivalent of 2/2 time

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Content Title: MUSIC: Listening

Content Standard 6.0: Students listen to, analyze, and describe music.

By the end of **Grade 3** students know and are able to:	By the end of **Grade 5** students know and are able to do everything required in earlier grades and:	Students **who elect to take a music class at the middle school level** know and are able to do everything required in earlier grades and:	Students **who elect to take an advanced music class at the secondary level** know and are able to do everything required in earlier grades and:	
6.3.1 Identify simple elements of music.	6.5.1 Compare and contrast simple elements of music when presented aurally.	6.8.1 Apply knowledge of the elements of music in aural examples.	6.12.1 Demonstrate extensive knowledge of the technical vocabulary of the elements of music in analyzing aural examples.	**Analysis of Elements of Music and Performance**
		6.8.2 Describe the uses of the elements of music in aural examples representing diverse genres and cultures.	6.12.2 Analyze examples of a varied repertoire of music representing diverse genres and cultures by describing the uses of the elements of music and expressive devices.	**Analysis Within Cultural and Historical Context**

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MUSIC: Evaluation

Content Standard 7.0: *Students evaluate music and music performances.*

By the end of **Grade 3** students know and are able to:	By the end of **Grade 5** students know and are able to do everything required in previous grades and	Students **who elect to take a music class at the middle school level** know and are able to do everything required in previous grades and	Students **who elect to take an advanced music class at the high school level** know and are able to do everything required in previous grades and:	
7.3.1 Use criteria to evaluate performances and compositions.	7.5.1 Construct criteria using standard music vocabulary.	7.8.1 Develop musical criteria for evaluating the quality and effectiveness of performances and compositions.	7.12.1 Apply specific musical criteria for making informed critical evaluations of the quality and effectiveness of performance and compositions.	**Developing Musical Criteria**
7.3.2 Explain personal preferences for specific musical works and styles using simple musical vocabulary (e.g. loud/soft; high/low).	7.5.2 Explain personal preferences for specific musical works and styles using complex musical vocabulary (e.g. crescendo/decrescendo; rondo form).	7.8.2 Evaluate the quality of their own and others' performances and compositions, justifying their opinions.	7.12.2 Apply specific musical criteria in evaluating their own music performances and those of similar or exemplary models.	**Applying Musical Criteria**

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Content Title: MUSIC: Application to Life

Content Standard 8.0: Students demonstrate relationships between music, the other arts, and disciplines outside the arts.

By the end of **Grade 3** students know and are able to:	By the end of **Grade 5** students know and are able to do everything required in earlier grades and:	Students **who elect to take a music class at the middle school level** know and are able to do everything required in earlier grades and:	Students **who elect to take an advanced music class at the secondary level** know and are able to do everything required in earlier grades and:	
		8.8.1 Compare how the characteristics appropriate to each art form can be used to describe similar themes (e.g. motion, inspiration).	8.12.1 Compare how the characteristics appropriate to each art form can be used to describe similar themes and cite examples (e.g. emotion, intensity).	**Commonalities Among the Arts**
		8.8.2 Compare concepts common to music and other disciplines outside the arts that are interrelated with those of music (e.g. the Underground Railroad and the use of spirituals for coded escape messages).	8.12.2 Analyze concepts common to music and other disciplines outside the arts (e.g. conflict-resolution: English - "Romeo and Juliet," History - The Civil War, Science - chemical reactions, Music- tension and release).	**Commonalities Between the Arts and Other Disciplines**

Content Title: MUSIC: Cultural and Historical Connections

Content Standard 9.0: Students demonstrate knowledge of the historical periods and cultural diversity of music.

By the end of **Grade 3** students know and are able to:	By the end of **Grade 5** students know and are able to do everything required in earlier grades and:	Students **who elect to take a music class at the middle school level** know and are able to do everything required in earlier grades and:	Students **who elect to take an advanced music class at the secondary level** know and are able to do everything required in earlier grades and:	
9.3.1 Identify several styles of music from various cultures.	9.5.1 Identify by style aural examples from various historical periods, American musical history, and world cultures.	9.8.1 Describe distinguishing characteristics of representative styles from a variety of historical periods, American musical history, and world cultures.	9.12.1 Classify music examples by style, historical periods, American musical history, and world cultures.	**Cultural and Historical Context**
9.3.2 Identify various uses for music in daily experience.	9.5.2 Describe the role of musicians in various settings and cultures (e.g. performers, educators, critics, composers).	9.8.2 Compare and contrast the roles of musicians and the conditions under which they perform in several world cultures.	9.12.2 Describe various roles that musicians play and cite the achievements of representative individuals.	**Role of Music and Musicians**

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Performance Level Descriptors
Music
Grade 3

Content Standard 1.0: Students sing a varied repertoire of music alone and with others.	
Exceeds Standard	▪ Sing folk songs, patriotic songs, and multi-cultural selections using leaps with correct pitch and mood using the head tone. • Sing simple ostinati on pitch consistently and in ensemble. • Maintain a part while singing a round in a small ensemble.
Meets Standard	▪ Sing folk songs, patriotic songs, and multi-cultural selections with correct pitch and mood using the head tone. ▪ Sing simple ostinati on pitch. • Maintain a part while singing a round in an ensemble.
Approaches Standard	• Match pitch inconsistently. • Sing ostinati on pitch inconsistently. • Maintain a part while singing a round with assistance.
Below Standard	• Do not sing simple melodies demonstrating correct pitch. • Do not sing ostinati on pitch. • Do not maintain a part in a round.

Performance Level Descriptors
Music
Grade 5

Content Standard 1.0: Students sing a varied repertoire of music alone and with others.	
Exceeds Standard	• Sing complex folk, patriotic, and multicultural songs independently and expressively with correct intervals, mood, and tempo while using the head voice. • Respond to conductor nuances. • Sing complex ostinati on pitch and in a small ensemble. • Maintain their own parts while singing descants, partner songs, and three-part rounds in a small ensemble.
Meets Standard	• Sing folk, patriotic, and multicultural songs demonstrating correct pitch, mood, and tempos while using the head voice • Respond to conductor cues. • Sing complex ostinati on pitch consistently. • Maintain their own parts while singing descants, partner songs, and three-part rounds in a large ensemble.
Approaches Standard	• Sing independently a phrase from a simple melody demonstrating correct pitch. • Respond to conductor cues inconsistently. • Sing simple ostinati on pitch inconsistently or inappropriately. • Maintain their own parts while singing descants, partner songs, and three-part rounds with assistance.
Below Standard	• Do not sing a simple melodic phrase on pitch. • Do not respond to conductor cues. • Lack ability to sing simple ostinati on pitch. • Do not maintain their own part while singing descants, partner songs and three-part rounds with assistance.

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Performance Level Descriptors
Music
Grade 8

Content Standard 1.0: Students sing a varied repertoire of music alone and with others.	
Exceeds Standard	• Sing repertoire independently and with precision in expression, technical accuracy, good breath control, correct intonation, articulation, and rhythm throughout their singing ranges consistently. • Sing repertoire independently in small and large ensembles. • Sing two and three-part repertoire with and without accompaniment, maintaining their own parts, with expression, technical accuracy, and good breath control.
Meets Standard	• Sing with expression, technical accuracy, good breath control, correct intonation, articulation, and rhythm throughout their singing ranges, alone and with others. • Sing in small and large ensembles while following a conductor. • Sing repertoire in two and three parts, with and without accompaniment, maintaining their own parts.
Approaches Standard	• Sing with limited expression, breath control, and technical accuracy throughout their singing ranges alone and with others. • Sing in small and large ensembles with limited accuracy in intonation, diction/articulation, and rhythm while following a conductor. • Sing repertoire written in two and three parts, with accompaniment and teacher assistance, maintaining their own parts, with expression, technical accuracy, and breath control.
Below Standard	• Sing with insufficient breath control and technical accuracy, needing teacher assistance. • Sing in small and large ensembles demonstrating poor intonation, diction/articulation, and rhythm and with difficulty following a conductor. • Display inability to maintain their own parts in two and three-part choral literature with teacher assistance.

Performance Level Descriptors
Music
Grade 12

Content Standard 1.0: Students sing a varied repertoire of music alone and with others.	
Exceeds Standard	• Sing complex varied three and four-part repertoire in small and large ensembles using expression, good breath control, intonation, diction/articulation, and tone/timbre quality, maintaining their own parts, alone and with others. • Sing four or more part complex repertoire with and without accompaniment.
Meets Standard	• Sing repertoire in small and large ensembles using expression, technical accuracy, good breath control, intonation, diction/articulation, and tone/timbre quality, maintaining their own parts. • Sing in four parts with and without accompaniment.
Approaches Standard	• Sing in small and large ensembles using expression, limited technical accuracy, breath control, intonation, diction/articulation, and tone/timbre quality, maintaining their own parts, with accompaniment and teacher assistance. • Sing in three or four parts with accompaniment and teacher assistance.
Below Standard	• Display inability to maintain their own parts in two and three-part choral literature, with teacher assistance. • Display inability to maintain their own parts in three or four-part repertoire.

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Performance Level Descriptors
Music
Grade 3

Content Standard 2.0: Students perform a varied repertoire of music on instruments alone and with others.	
Exceeds Standard	• Play independently a melodic or rhythmic pattern on classroom instruments with proper technique. • Accompany simple folk, traditional, and multicultural music using complex rhythmic and melodic patterns.
Meets Standard	• Play a melodic or rhythmic pattern on classroom instruments with proper technique. • Accompany simple folk, traditional, and multicultural music using accurate rhythmic and melodic patterns.
Approaches Standard	• Play melodic or rhythmic patterns on classroom instruments with inconsistent technique. • Accompany simple folk, traditional, and multicultural music using rhythmic and melodic patterns with assistance.
Below Standard	• Display inability to play a melodic or rhythmic pattern on a classroom instrument. • Accompany simple folk, traditional, and multicultural music using inaccurate rhythmic and melodic patterns.

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Performance Level Descriptors
Music
Grade 5

Content Standard 2.0: Students perform a varied repertoire of music on instruments alone and with others.	
Exceeds Standard	• Play melodic, rhythmic, and simple chordal patterns independently on classroom instruments with proper technique. • Echo a sixteen beat rhythmic and melodic pattern. • Play or accompany independently any folk, traditional, and multicultural music using accurate rhythm and melodic patterns.
Meets Standard	• Play a melodic, rhythmic, and chordal pattern on classroom instruments with proper technique. • Echo an eight beat rhythmic and melodic pattern. • Play or accompany folk, traditional, and multicultural music using accurate rhythm and melodic patterns.
Approaches Standard	• Play a melodic, rhythmic, or chordal pattern on classroom instruments with proper technique. • Echo an eight beat rhythmic and melodic pattern demonstrating the lack of ability to maintain a steady beat. • Play or accompany folk, traditional, and multicultural music using accurate rhythm and melodic patterns with assistance.
Below Standard	• Play inaccurate melodic, rhythmic, or choral pattern on classroom instruments with proper technique. • Lack ability to echo an eight beat pattern. • Play or accompany folk, traditional, and multicultural music using rhythm and melodic patterns inaccurately.

Performance Level Descriptors
Music
Grade 8

Content Standard 2.0: Students perform a varied repertoire of music on instruments alone and with others.	
Exceeds Standard	• Perform with expression, technical accuracy, and appropriate ensemble skills on at least one instrument a varied repertoire with a level of difficulty of 3 on a scale of 1 to 6 in small and large ensembles following conducting subtleties. • Perform complex mixed-meter literature making a smooth transition from one meter to another. • Perform various and complex genres with stylistic accuracy and exceptional expression.
Meets Standard	• Play with expression, technical accuracy, and appropriate ensemble skills on at least one instrument a varied repertoire with a level of difficulty of 2 on a scale of 1 to 6 in small and large ensembles while following conductor. • Play mixed-meter repertoire, making a smooth transition from one meter to another. • Play diverse genres with stylistic accuracy and appropriate expression.
Approaches Standard	• Play with limited expression and technical accuracy and ensemble skills on at least one instrument a varied repertoire with a level of difficulty of 2 on a scale of 1 to 6 in small and large ensembles with limited response to conductor. • Play mixed-meter repertoire, making a transition from one meter to another with hesitation. • Play diverse genres with limited stylistic accuracy and expression.
Below Standard	• Play with inadequate technical accuracy on an instrument a limited repertoire at a level of difficulty of 1 on a scale of 1 to 6 in small and large ensembles with poor response to conductor. • Do not make a transition from one meter to another without stopping. • Play genres with minimal stylistic accuracy and expression.

Performance Level Descriptors
Music
Grade 12

Content Standard 2.0: Students perform a varied repertoire of music on instruments alone and with others.	
Exceeds Standard	• Perform with expression, technical accuracy, and appropriate ensemble skills a large and varied repertoire with a level of difficulty of 5 or 6 on a scale of 1 to 6 in small and large ensembles while following a conductor. • Perform complex contrapuntal music with rhythmic and melodic accuracy and appropriate balance.
Meets Standard	• Perform with expression, technical accuracy, and appropriate ensemble skills a large and varied repertoire with a level of difficulty of 4 on a scale of 1 to 6 in small and large ensembles while following a conductor. • Perform contrapuntal music with rhythmic and melodic accuracy and appropriate balance.
Approaches Standard	• Perform with expression, technical accuracy, and appropriate ensemble skills a large and varied repertoire with a level of difficulty of 3 on a scale of 1 to 6 in small and large ensembles while following a conductor. • Perform contrapuntal music demonstrating inconsistent rhythmic and melodic accuracy and balance.
Below Standard	• Perform with expression, technical accuracy, and appropriate ensemble skills a large and varied repertoire with a level of difficulty of 2 on a scale of 1 to 6 in small and large ensembles while following a conductor. • Do not perform contrapuntal music with rhythmic and melodic accuracy and balance.

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Performance Level Descriptors
Music
Grade 3

Content Standard 3.0: Students improvise melodies, variations, and accompaniments.	
Exceeds Standard	• Improvise two pentatonic phrases while maintaining a steady beat.
Meets Standard	• Improvise a pentatonic phrase while maintaining a steady beat.
Approaches Standard	• Improvise an incomplete pentatonic phrase while maintaining a steady beat.
Below Standard	• Improvise an incomplete pentatonic phrase.

Performance Level Descriptors
Music
Grade 5

Content Standard 3.0: Students improvise melodies, variations, and accompaniments.	
Exceeds Standard	• Improvise two pentatonic phrases (16 beats) using complex rhythms. • Improvise by playing, speaking or singing a specific section of music, such as introductions and codas, independent of the teacher.
Meets Standard	• Improvise two pentatonic phrases (16 beats) while maintaining a steady beat. • Improvise by playing, speaking or singing a specific section of music, such as introductions and codas.
Approaches Standard	• Improvise one pentatonic phrase (8 beats) while maintaining a steady beat. • Improvise by playing, speaking, or singing a specific section of music, such as introductions and codas, with assistance.
Below Standard	• Improvise an incomplete pentatonic phrase. • Do not improvise a specific section of music.

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Performance Level Descriptors
Music
Grade 8

Content Standard 3.0: Students improvise melodies, variations, and accompaniments.	
Exceeds Standard	• Improvise musical phrases in more than one key. • Improvise harmonies in more than one key. • Improvise complex melodic and rhythmic embellishments on given pentatonic melodies and melodies in major keys.
Meets Standard	• Improvise simple musical phrases in a given key. • Improvise simple harmonies in a given key. • Improvise melodic and rhythmic embellishments on given pentatonic melodies.
Approaches Standard	• Improvise simple musical phrases. • Improvise simple harmonies. • Improvise limited melodic and rhythmic embellishments on given pentatonic melodies.
Below Standard	• Do not improvise simple musical phrases. • Improvise simple harmonies inconsistently. • Improvise limited melodic and rhythmic embellishments with hesitation.

Performance Level Descriptors
Music
Grade 12

Content Standard 3.0: Students improvise melodies, variations, and accompaniments.	
Exceeds Standard	• Improvise melodies over a complex chord progression. • Improvise stylistically appropriate harmonies. • Improvise complex melodic and rhythmic variations on given pentatonic melodies and melodies in major and minor keys.
Meets Standard	• Improvise melodies over a simple chord progression. • Improvise appropriate harmonies. • Improvise melodic and rhythmic variations on given pentatonic melodies and melodies in major keys.
Approaches Standard	• Improvise simple but unimaginative melodies over a simple chord progression. • Improvise limited harmonies. • Improvise limited and simple melodic and rhythmic variations on given pentatonic melodies and melodies in major keys.
Below Standard	• Improvise inappropriate harmonies. • Improvise inappropriate melodic and rhythmic variations. • Improvise an inappropriate melody.

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Performance Level Descriptors
Music
Grade 3

Content Standard 4.0: Students compose and arrange music within specified guidelines.	
Exceeds Standard	• Organize sounds into musical interpretations of stories, rhymes, and poetry in small groups. • Create in small groups a two-phrase song/instrumental piece with a beginning, middle, and end using a pentatonic scale. • Organize simple pieces using a variety of sound sources in a small group.
Meets Standard	• Organize sounds into musical interpretations of stories, rhymes, and poetry in large groups. • Create, with teacher assistance, a two-phrase song/instrumental piece with a beginning, middle, and end using a pentatonic scale. • Organize simple pieces using a variety of sound sources.
Approaches Standard	• Create sound effects to stories, rhymes, and poetry in large groups. • Create, with teacher assistance, a song/instrumental piece without form. • Organize simple pieces using limited sound sources.
Below Standard	• Do not associate sounds to events in stories, rhymes and poetry. • Do not create short songs or instrumental pieces. • Do not organize simple pieces using a variety of sound sources.

Performance Level Descriptors
Music
Grade 5

Content Standard 4.0: Students compose and arrange music within specified guidelines.	
Exceeds Standard	• Organize sounds into musical representations of characters, places, objects, actions, events, or feelings to accompany readings and dramatizations in a small group. • Create and perform independently songs/instrumental pieces in a specific form (AB, ABA, and rondo) using a variety of sound sources.
Meets Standard	• Organize sounds into musical representations of characters, places, objects, actions, events, or feelings to accompany readings and dramatizations in a large group. • Create and perform with assistance songs/instrumental pieces in a specific form (AB, ABA and rondo), using a variety of sound sources.
Approaches Standard	• Organize sounds into musical representations of characters, places, objects, actions, events, or feelings to accompany readings and dramatizations in a large group with assistance. • Do not use a specified form when creating and performing a song or instrumental piece.
Below Standard	• Do not identify the elements appropriate for musical representation. • Do not create and perform a short song or instrumental piece within specified guidelines.

Performance Level Descriptors
Music
Grade 8

Content Standard 4.0: Students compose and arrange music within specified guidelines.

Exceeds Standard	• Compose short pieces independently or in groups demonstrating the use of the elements of music. • Arrange pieces using correct transpositions and appropriate vocal/instrumental ranges.
Meets Standard	• Compose short pieces in groups using the elements of music. • Arrange simple pieces for voices/instruments.
Approaches Standard	• Compose short pieces using some of the elements of music with teacher assistance and in groups. • Arrange simple pieces for voices/instruments with some incorrect transpositions.
Below Standard	• Composes phrases using few of the elements of music. • Arrange simple pieces for voices/instruments using many incorrect transpositions and ranges and other major errors.

Performance Level Descriptors
Music
Grade 12

Content Standard 4.0: Students compose and arrange music within specified guidelines.	
Exceeds Standard	• Compose music in several distinct styles incorporating the elements of music. • Arrange complex pieces for voices/instruments incorporating correct transpositions and appropriate vocal/instrumental ranges.
Meets Standard	• Compose music in more than two distinct styles incorporating the elements of music. • Arrange a piece for voices/instruments incorporating correct transposition and appropriate vocal/instrumental ranges.
Approaches Standard	• Compose music in one style demonstrating a limited understanding of the elements of music. • Arrange a simple piece for voices/instruments inconsistently incorporating correct transposition and appropriate vocal/instrumental ranges.
Below Standard	• Compose music with no distinct style demonstrating poor use of the elements of music. • Arrange a simple piece with many incorrect transpositions and ranges.

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Performance Level Descriptors
Music
Grade 3

Content Standard 5.0: Students read and notate music.	
Exceeds Standard	• Read quarter notes, quarter rests and eighth notes independently and perform through speaking, body percussion, and instruments. • Create and read simple pentatonic patterns using solfege, numbers, and/or letters. • Add music symbols to written notation. • Notate and play a simple oral rhythmic pattern. • Notate and play a simple oral melodic pattern.
Meets Standard	• Read quarter notes, quarter rests, and eighth notes and perform through speaking, body percussion, and unpitched instruments. • Sing/play simple pentatonic patterns using solfege, numbers and/or letters. • Identify music symbols (e.g. fermata, repeat signs, and double bar lines). • Notate a simple oral rhythmic pattern. • Notate a simple oral melodic pattern.
Approaches Standard	• Read quarter notes, quarter rests, and eighth notes through speaking and body percussion with assistance, • Sing/play simple pentatonic patterns inconsistently. • Identify music symbols such as fermata, repeat signs, and double bar lines. • Notate a simple oral rhythmic pattern with errors. • Notate a simple oral melodic pattern with errors.
Below Standard	• Do not read and perform quarter notes, quarter rests, and eighth notes. • Do not sing/play pentatonic patterns. • Do not recognize music symbols. • Do not notate rhythmic patterns. • Do not notate melodic patterns.

Performance Level Descriptors
Music
Grade 5

Content Standard 5.0: Students read and notate music.	
Exceeds Standard	• Read and play whole, half, dotted half, quarter, and eighth notes and rests, and sixteenth notes on classroom instruments. • Create and read melodic patterns in the treble clef. • Add music symbols to written notation. • Sight read rhythmic phrases and pentatonic/diatonic melodic phrases. • Notate an eight-beat complex rhythm pattern in standard notation. • Notate an eight-beat complex melodic pattern in standard notation.
Meets Standard	• Demonstrate knowledge of whole, half, dotted half, quarter, and eighth notes and rests through speaking and body percussion. • Read melodic patterns in the treble clef with solfege, letters and/or numbers. • Define and use musical symbols such as dynamics and tempo. • Sight read a rhythmic and pentatonic pattern. • Notate an eight-beat rhythm pattern in standard notation. • Notate an eight-beat melodic pattern in standard notation.
Approaches Standard	• Read inconsistently whole, half, dotted half, quarter, and eighth notes and rests through speaking and body percussion. • Read melodic patterns in treble clef with solfege, letters and/or numbers inconsistently. • Identify music symbols such as dynamics and tempo. • Sight read a rhythmic pattern **or** a pentatonic melodic pattern. • Notate an eight-beat rhythm pattern in standard notation with errors. • Notate an eight-beat melodic pattern in standard notation with errors.
Below Standard	• Do not identify note values. • Do not read patterns in treble clef with solfege, letters, and/or numbers. • Do not recognize music symbols. • Do not sight read. • Do not notate rhythm pattern. • Do not notate melodic pattern.

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Performance Level Descriptors
Music
Grade 8

Content Standard 5.0: Students read and notate music.	
Exceeds Standard	• Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in various meters while singing or playing an instrument in parts. • Read complex melodies in given major and minor keys in students' appropriate clefs. • Apply standard musical symbols within the context of the repertoire with a level of difficulty of 3 on a scale of 1 to 6. • Sight read, with technical accuracy and expression, music with a level of difficulty of 2 on a scale of 1 to 6. • Use standard notation to record complex musical ideas.
Meets Standard	• Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in various meters through speaking/body percussion in two and three parts. • Read simple melodies in students' appropriate clefs. • Apply standard musical symbols within the context of the repertoire with a level of difficulty of 2 on a scale of 1 to 6. • Sight read, with technical accuracy and expression, music with a level of difficulty of 1 on a scale of 1 to 6. • Use standard notation to record simple musical ideas.
Approaches Standard	• Read inconsistently whole, half, quarter, eighth, and sixteenth notes and rests in various meters through speaking/body percussion in two and three parts. • Read simple melodies in students' clefs inconsistently. • Apply some standard musical symbols within the context of repertoire with a level of difficulty of 2 or less on a scale of 1 to 6. • Sight read, with errors, music with a level of difficulty of 1 on a scale of 1 to 6. • Use standard notation with limited accuracy to record simple musical ideas.
Below Standard	• Identify rhythmic note values and meters. • Read melodic phrases in students' appropriate clefs. • Identify standard musical symbols within the context of repertoire with a level of difficulty of 3 or less on a scale of 1 to 6. • Do not sight read. • Identify standard notation symbols.

Performance Level Descriptors
Music
Grade 12

Content Standard 5.0: Students read and notate music.	
Exceeds Standard	• Read complex rhythms in all meters within the context of the repertoire with a level of difficulty of 5 on a scale of 1 to 6. • Read complex melodies within the context of the repertoire with a level of difficulty of 5 on a scale of 1 to 6. • Apply all standard musical symbols within the context of the repertoire with a level of difficulty of 5 on a scale of 1 to 6. • Sight read, with technical accuracy, music with a level of difficulty of 4 on a scale of 1 to 6. • Interpret and create non-standard notation symbols.
Meets Standard	• Read complex rhythms in all meters within the context of the repertoire with a level of difficulty of 4 on a scale of 1 to 6. • Read complex melodies within the context of the repertoire with a level of difficulty of 4 on a scale of 1 to 6. • Apply all standard musical symbols within the context of the repertoire with a level of difficulty of 4 on a scale of 1 to 6. • Sight read, with technical accuracy, music with a level of difficulty of 3 on a scale of 1 to 6. • Use non-standard notation symbols.
Approaches Standard	• Read rhythms in most meters within the context of the repertoire of 4 or less on a scale of 1 to 6. • Read melodies with limited accuracy within the context of the repertoire with a level of difficulty of 3 or less on a scale of 1 to 6. • Apply most standard musical symbols within the context of the repertoire with a level of difficulty of 3 or less on a scale of 1 to 6. • Sight read, with limited accuracy, music with a level of difficulty of 3 or less on a scale of 1 to 6. • Demonstrate limited understanding of non-standard notation symbols.
Below Standard	• Read rhythms inaccurately in some meters within the context of the repertoire of 3 or less on a scale of 1 to 6. • Read melodies with limited accuracy within the context of the repertoire with a level of difficulty of 3 or less on a scale of 1 to 6. • Apply few standard musical symbols within the context of the repertoire with a level of difficulty of 3 or less on a scale of 1 to 6. • Sight read, with minimal accuracy, music with a level of difficulty of 3 or less on a scale of 1 to 6. • Demonstrate minimal understanding of non-standard notation symbols.

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Performance Level Descriptors
Music
Grade 3

Content Standard 6.0: Students listen to, analyze, and describe music.	
Exceeds Standard	• Compare rhythmic and melodic patterns within two musical pieces. • Compare forms used within two musical pieces. • Identify the voices among children's, male and female voices when two are presented together. • Identify in a musical example unpitched instruments by name and by family.
Meets Standard	• Identify repeated rhythmic and melodic patterns within a musical piece. • Identify and describe a simple musical form. • Identify the difference in vocal timbres among children's, male and female voices when presented separately. • Identify unpitched instruments in a musical example.
Approaches Standard	• Identify repeated rhythmic and melodic patterns within a musical piece with assistance. • Identify a simple musical form with assistance. • Identify two out of three voices when presented separately. • Identify unpitched percussion instruments with errors.
Below Standard	• Do not recognize repeated melodic patterns. • Do not identify a musical form. • Identify one out of two voices when presented separately. • Do not identify unpitched percussion instruments.

Performance Level Descriptors
Music
Grade 5

Content Standard 6.0: Students listen to, analyze, and describe music.	
Exceeds Standard	• Identify and compare groups of repeated rhythmic and melodic patterns in a listening selection and recognize simple form. • Describe musical examples using appropriate musical terminology and compare that to a second example. • Identify individual instruments within an instrument family.
Meets Standard	• Identify groups of repeated rhythmic and melodic patterns in a listening selection and recognize simple form. • Describe musical examples using appropriate musical terminology such as tempo, dynamics, and mood. • Identify families of instruments.
Approaches Standard	• Identify groups of repeated rhythmic and melodic patterns in a listening selection and recognize simple form with assistance. • Describe musical examples using musical terminology with assistance. • Identify some of the families of instruments.
Below Standard	• Do not identify groups of repeated rhythmic and melodic patterns. • Describe musical examples without using appropriate musical terminology such as tempo, dynamics, and mood. • Do not identify any of the families of instruments.

Performance Level Descriptors
Music
Grade 8

Content Standard 6.0: Students listen to, analyze, and describe music.	
Exceeds Standard	• Apply knowledge of rhythm, melody and musical forms to complex aural examples using appropriate terminology. • Compare and contrast the uses of the elements of music in aural examples representing diverse genres and cultures.
Meets Standard	• Apply knowledge of rhythm, melody and musical forms to aural examples using appropriate terminology. • Describe the uses of the elements of music in aural examples representing diverse genres and cultures.
Approaches Standard	• Apply limited knowledge of rhythm, melody and musical forms to aural examples using some appropriate terminology. • Demonstrate limited ability to describe the uses of the elements of music in aural examples representing diverse genres and cultures.
Below Standard	• Apply minimal knowledge of rhythm, melody and musical forms to aural examples without using appropriate terminology. • Demonstrate minimal ability to describe the uses of the elements of music in aural examples representing diverse genres and cultures.

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Performance Level Descriptors
Music
Grade 12

Content Standard 6.0: Students listen to, analyze, and describe music.	
Exceeds Standard	• Apply extensive knowledge of the technical vocabulary of the elements of music in analyzing aural examples. • Compare and contrast examples of a varied repertoire of music representing diverse genres and cultures by describing the uses of the elements of music and expressive devices.
Meets Standard	• Apply knowledge of the technical vocabulary of the elements of music in analyzing aural examples. • Analyze examples of a varied repertoire of music representing diverse genres and cultures by describing the uses of the elements of music and expressive devices.
Approaches Standard	• Apply limited knowledge of the technical vocabulary of the elements of music in analyzing aural examples with teacher assistance. • Analyze examples of a varied repertoire of music representing diverse genres and cultures by describing the uses of the elements of music.
Below Standard	• Demonstrate minimal knowledge of the technical vocabulary of elements of music in analyzing aural examples with teacher assistance. • Describe examples of a varied repertoire of music representing diverse genres and cultures by describing the uses of the elements of music with teacher assistance.

Performance Level Descriptors
Music
Grade 3

Content Standard 7.0: Students evaluate music and music performances.	
Exceeds Standard	• Construct criteria to evaluate performances and compositions. • Verbalize responses to evaluate performances and compositions using complex musical terminology.
Meets Standard	• Use provided criteria to evaluate performances and compositions. • Verbalize responses to evaluate performances and compositions using their own words.
Approaches Standard	• Use provided criteria to evaluate performances and compositions with assistance. • Verbalize minimal responses to evaluate performances or compositions using their own words.
Below Standard	• Use provided criteria but evaluate performances and compositions incorrectly. • Offer no responses when evaluating musical performances.

Performance Level Descriptors
Music
Grade 5

Content Standard 7.0: Students evaluate music and music performances.	
Exceeds Standard	• Construct criteria using musical terms for evaluating a performance or composition independently. • Verbalize insightful responses to evaluate performances and compositions using standard musical vocabulary.
Meets Standard	• Construct criteria for evaluating musical performances and compositions. • Verbalize responses to evaluate performances and compositions using standard musical vocabulary.
Approaches Standard	• Construct criteria for evaluating musical performances and compositions with assistance. • Verbalize responses to evaluate performances and compositions using nonstandard musical vocabulary.
Below Standard	• Do not construct applicable criteria for evaluating musical performances and compositions. • Offer no response to performances and compositions.

Performance Level Descriptors
Music
Grade 8

Content Standard 7.0: Students evaluate music and music performances.	
Exceeds Standard	• Develop numerous and detailed musical criteria for evaluating the quality and effectiveness of performances and compositions. • Evaluate the quality of their own and others' performances and compositions and offer in-depth justification.
Meets Standard	• Develop musical criteria for evaluating the quality and effectiveness of performances and compositions. • Evaluate the quality of their own and others' performances and compositions and offer justification.
Approaches Standard	• Develop musical criteria for evaluating the quality and effectiveness of performances and compositions with teacher assistance. • Evaluate the quality or performances and compositions with limited justification.
Below Standard	• Formulate musical criteria for evaluating performances and compositions with teacher assistance. • Evaluate the quality of performances with no justification provided.

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Performance Level Descriptors
Music
Grade 12

Content Standard 7.0: Students evaluate music and music performances.	
Exceeds Standard	• Develop specific and well-defined musical criteria that incorporate the elements of music and use those criteria to make informed critical evaluations of the quality and effectiveness of performances and compositions. • Evaluate their participation in music performances and compositions using critical analysis and offering in-depth justification for their opinion using appropriate music terminology. • Evaluate performances or compositions by comparing them to similar or exemplary models and justify their opinions by describing in detail the distinguishing features using appropriate music terminology.
Meets Standard	• Develop specific musical criteria for making informed critical evaluations of the quality and effectiveness of performances and compositions. • Evaluate their personal participation in music performances and compositions applying specific music criteria and justifying their opinions. • Evaluate performances or compositions by comparing them to similar or exemplary models and justify their opinions by describing several of the most distinguishing features of each performance or composition using appropriate music terminology.
Approaches Standard	• Develop basic musical criteria for making critical evaluations of the quality and effectiveness of performance and compositions in groups. • Evaluate their personal participation in music performances and compositions applying limited criteria and offering some justification for their opinions. • Evaluate performances or compositions by comparing them to similar or exemplary models and by identifying a limited number of musical similarities and differences.
Below Standard	• Develop basic music criteria in groups or with teacher assistance. • Evaluate their personal participation in music performances and compositions with little or no justification for their opinions. • Identify musical similarities or differences in performances and compositions.

Performance Level Descriptors
Music
Grade 8

Content Standard 8.0: Students demonstrate relationships between music, the other arts, and disciplines outside the arts.	
Exceeds Standard	• Compare in detail similar themes found in music and other art forms. • Compare concepts and terms common to music and other disciplines outside the arts.
Meets Standard	• Compare similar themes found in music and other art forms. • Compare concepts common to music and other disciplines outside the arts.
Approaches Standard	• Compare similar themes found in music and other art forms with teacher assistance and/or in groups. • Compare concepts common to music and other disciplines outside the arts with teacher assistance and/or in groups.
Below Standard	• Identify themes found in music and other art forms with teacher assistance. • Compare a limited number of concepts common to music and other disciplines outside the arts with teacher assistance.

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Performance Level Descriptors
Music
Grade 12

Content Standard 8.0: Students demonstrate relationships between music, the other arts, and disciplines outside the arts.	
Exceeds Standard	• Compare in depth and with insight similar themes found in music and other art forms and analyze how themes are expressed in each. • Analyze in depth and with insight concepts common to music and other disciplines outside the arts.
Meets Standard	• Compare similar themes found in music and other art forms and analyze how themes are expressed in each. • Analyze concepts common to music and other disciplines outside the arts.
Approaches Standard	• Compare similar themes found in music and other art forms and analyze how themes are expressed in each with limited success in groups. • Analyze concepts common to music and other disciplines outside the arts with limited success.
Below Standard	• Identify themes in music and other art forms. • Analyze a limited number of concepts common to music and other disciplines outside the arts with teacher assistance.

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Performance Level Descriptors
Music
Grade 3

Content Standard 9.0: Students demonstrate knowledge of the historical periods and cultural diversity of music.	
Exceeds Standard	• Identify and describe various styles of music from diverse cultures. • Relate a musical setting to the mood of the occasion.
Meets Standard	• Identify various styles of music from diverse cultures. • Identify that various styles of music are used for different settings.
Approaches Standard	• Identify various styles of music from diverse cultures with assistance. • Match the style and setting of the music inappropriately.
Below Standard	• Identify styles of music incorrectly. • Do not match the style of the music with the setting.

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Performance Level Descriptors
Music
Grade 5

Content Standard 9.0: Students demonstrate knowledge of the historical periods and cultural diversity of music.	
Exceeds Standard	• Name and identify specific characteristics of music from various historical periods and world cultures. • Identify three roles of musicians and offer 4 or more examples.
Meets Standard	• Connect music with various historical periods and world cultures. • Identify roles of musicians and offer an example for each.
Approaches Standard	• Identify music from various historical periods/cultures with assistance. • Identify roles of musicians but are unable to give examples.
Below Standard	• Connect music to various historical periods/cultures incorrectly. • Do not identify musical roles.

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Performance Level Descriptors
Music
Grade 8

Content Standard 9.0: Students demonstrate knowledge of the historical periods and cultural diversity of music.	
Exceeds Standard	• Compare and contrast distinguishing characteristics of representative styles from a variety of historical periods and cultures. • Compare and contrast the roles of musicians and the conditions under which they perform in several world cultures and in various historical periods.
Meets Standard	• Discuss distinguishing characteristics of representative styles from a variety of historical periods and cultures. • Discuss the roles of musicians and the conditions under which they perform in several world cultures and in various historical periods.
Approaches Standard	• Describe a limited number of distinguishing characteristics of representative styles from a variety of historical periods and cultures. • Demonstrate limited knowledge of the roles of musicians and the conditions under which they perform in several world cultures and in various historical periods.
Below Standard	• Identify a limited number of distinguishing characteristics of representative styles from a variety of historical periods and cultures with teacher assistance. • Demonstrate minimal knowledge of the roles of musicians and the conditions under which they perform in several world cultures and in various historical periods.

Performance Level Descriptors
Music
Grade 12

Content Standard 9.0: Students demonstrate knowledge of the historical periods and cultural diversity of music.	
Exceeds Standard	• Compare and contrast musical examples by style, historical periods, and cultures. • Research and cite the achievements of representative musicians from various historical periods and cultures.
Meets Standard	• Classify musical examples by style, historical periods, and cultures. • Discuss the achievements of representative musicians from various historical periods and cultures.
Approaches Standard	• Describe musical examples by style, historical periods, and cultures. • Identify the achievements of representative musicians from various historical periods and cultures.
Below Standard	• Identify musical examples by style, historical periods, and cultures. • Identify at least one representative musician from various time periods and cultures.

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